

MIDLAND PARK ELEMENTARY

2415 Midland Park Road
North Charleston, South Carolina 29406

GRADES PK-5 Elementary School

ENROLLMENT 489 Students

PRINCIPAL Mrs. Susan W. Miles 843-764-2221

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	48	47	3

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

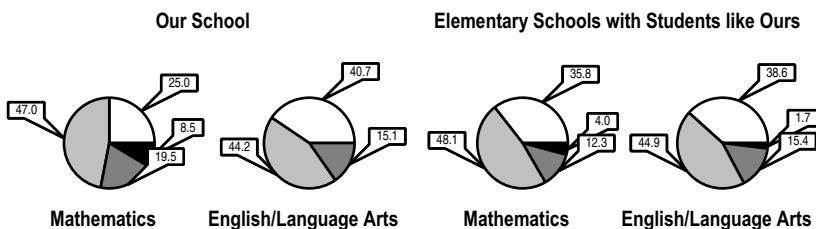
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Below Average	N/A
2003	Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	39	73	36
Percent satisfied with learning environment	86.8%	80.0%	75.8%
Percent satisfied with social and physical environment	71.1%	67.6%	61.8%
Percent satisfied with home-school relations	48.7%	79.2%	64.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	247	99.6	40.7	44.2	15.1	N/A	15.1	17.6
Gender								
Male	143	100.0	45.0	39.6	15.3	N/A	15.3	17.6
Female	104	99.0	35.2	50.0	14.8	N/A	14.8	17.6
Racial/Ethnic Group								
White	62	100.0	31.5	48.1	20.4	N/A	20.4	17.6
African-American	142	99.3	39.4	45.9	14.7	N/A	14.7	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	42	100.0	60.0	31.4	8.6	N/A	8.6	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	209	100.0	36.2	46.6	17.2	N/A	17.2	17.6
Disabled	38	97.4	72.0	28.0	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	247	99.6	40.4	44.4	15.2	N/A	15.2	17.6
English Proficiency								
Limited English proficient	34	100.0	66.7	33.3	N/A	N/A	N/A	17.6
Non-limited English proficient	213	99.5	36.1	46.2	17.8	N/A	17.8	17.6
Socio-Economic Status								
Subsidized meals	216	99.5	41.9	43.0	15.1	N/A	15.1	17.6
Full-pay meals	28	100.0	30.0	55.0	15.0	N/A	15.0	17.6

Mathematics								
All students	247	100.0	25.0	47.0	19.5	8.5	28.0	15.5
Gender								
Male	143	100.0	22.5	45.9	25.2	6.3	31.5	15.5
Female	104	100.0	28.1	48.3	12.4	11.2	23.6	15.5
Racial/Ethnic Group								
White	62	100.0	11.1	53.7	22.2	13.0	35.2	15.5
African-American	142	100.0	25.5	50.0	19.1	5.5	24.5	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	42	100.0	45.7	25.7	17.1	11.4	28.6	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	209	100.0	21.3	48.3	21.3	9.2	30.5	15.5
Disabled	38	100.0	50.0	38.5	7.7	3.8	11.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	247	100.0	24.6	47.2	19.6	8.5	28.1	15.5
English Proficiency								
Limited English proficient	34	100.0	53.3	30.0	10.0	6.7	16.7	15.5
Non-limited English proficient	213	100.0	20.0	50.0	21.2	8.8	30.0	15.5
Socio-Economic Status								
Subsidized meals	216	100.0	27.2	45.0	19.4	8.3	27.8	15.5
Full-pay meals	28	100.0	5.0	65.0	20.0	10.0	30.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	65	N/A	36.2	46.6	17.2	N/A	17.2
	Grade 4	67	N/A	40.6	40.6	18.8	N/A	18.8
	Grade 5	81	N/A	49.3	45.3	5.3	N/A	5.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	83	98.8	31.9	46.4	21.7	N/A	21.7
	Grade 4	87	100.0	41.8	41.8	16.4	N/A	16.4
	Grade 5	77	100.0	49.2	44.4	6.3	N/A	6.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	65	N/A	50.0	27.6	13.8	8.6	22.4
	Grade 4	67	N/A	29.7	42.2	14.1	14.1	28.1
	Grade 5	81	N/A	53.3	36.0	5.3	5.3	10.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	83	100.0	27.1	41.4	20.0	11.4	31.4
	Grade 4	87	100.0	22.4	44.8	22.4	10.4	32.8
	Grade 5	77	100.0	25.4	55.6	15.9	3.2	19.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 489)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.6%	2.4%
Attendance rate	98.6%	Up from 97.1%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	2.8%	Up from 1.6%	5.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.1%	Up from 6.2%	8.3%	8.0%
Older than usual for grade	18.6%	Up from 4.5%	2.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 41)				
Teachers with advanced degrees	53.7%	Up from 42.5%	46.9%	50.0%
Continuing contract teachers	73.2%	Down from 75.0%	77.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	83.1%	Down from 85.1%	79.8%	86.2%
Teacher attendance rate	96.1%	Down from 96.5%	95.1%	95.3%
Average teacher salary	\$37,892	Up 1.5%	\$38,268	\$39,909
Prof. development days/teacher	10.4 days	Down from 11.3 days	13.0 days	11.4 days

School				
Principal's years at school	8.0	Up from 7.0	3.0	4.0
Student-teacher ratio	18.1 to 1	Down from 19.0 to 1	17.1 to 1	18.9 to 1
Prime instructional time	93.1%	Up from 92.8%	88.6%	89.7%
Dollars spent per pupil*	\$5,518	Up 32.7%	\$6,769	\$5,892
Percent spent on teacher salaries*	68.9%	Down from 74.3%	63.6%	66.6%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	99.0%	Up from 93.2%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We have experienced exciting academic success. We experienced gains on PACT for spring 2002 and anticipate the scores from the spring 2003 administration to be even better. These gains brought our report card grade from unsatisfactory to below average. Teachers have worked diligently solidifying the state standards, participating in professional development activities that reinforce the standards, and teaching the standards in a PACT-like fashion. This requires less "worksheet" drill and more higher-level thinking activities. This involves more writing across the curriculum. Parents will see a more active approach taken by teachers and students in the teaching/learning experience. Effective teaching, student attendance, active student participation, and classroom management go hand-in-hand and are critical for academic success. The entire focus of Charleston County Schools is increasing student achievement in reading and mathematics. Please work with your child's teacher to help cement the "building blocks" upon which learning takes place. We ask for your continued support as we address behavioral concerns that detract from the teaching/learning process. It is my deepest hope that our Midland Park family will help each child reach his/her fullest potential. We are excited about our new classroom additions and cosmetic renovations. We should have a beautiful "like-new" school by Christmas 2003. We look forward to the challenge sixth graders will bring to Midland Park. We eagerly await our new sixth grade teachers and our new guidance counselor. We know they will be a great addition to our Midland Park family. Join us as we celebrate our successes and work through our challenges. The possibilities at Midland Park are never ending.

Susan W. Miles, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.